

Create a Class Newspaper: Part I (Before Your Visit)

*Theodore Roosevelt Inaugural National Historical Site
Pre & Post-Visit Resources*

Synopsis

Students use their own first-hand experiences at the TR Inaugural Site to write articles about the historic events of 1901 in Buffalo for a class newspaper.

Objectives

Students will:

- Compare different newspapers and identify thematic sections.
- Discuss the impact of various visual layout choices, including size and placement of headlines and images.
- Analyze and discuss the organization of newspapers into sections.
- Brainstorm newspaper titles and vote to select a working title.
- Identify facts and opinions and discuss the appropriate places for each in a newspaper.
- Select a newspaper section of interest and read an article representative of that section, summarizing the main idea and details pertaining to the questions: who, what, where, when, why and how.

Materials

Examples of various newspapers.

News Hunt Worksheet

Procedure

1. Explain to students that they will be creating a class newspaper about the events of 1901, based upon their experiences at the Theodore Roosevelt Inaugural Site. To prepare before your visit, you will all do some research first, looking at how other newspapers are put together. Give students time to look at several different newspapers.
2. Discuss similarities and differences in the layout and design of the various newspapers. What is the effect of different font types and sizes? What about the placement of headlines and images? What seems most important in each paper? Do all of the newspapers emphasize the same things? Or different things?
3. Discuss how the papers are divided into sections. In what sections are opinion-based articles appropriate? Where are fact-based articles appropriate?

4. During your visit to the Theodore Roosevelt Inaugural Site, each student will be asked to take on the role of a reporter witnessing the events of September 14, 1901.
5. Brainstorm ideas for the title of the paper and hold a class vote to choose the title.
6. You may wish to assign students to different newspaper sections. For example, topics could include, but need not be limited to:

local news can report on local reaction to events, the Pan-Am, etc.

national news can report on the death of President McKinley, the inauguration of Roosevelt.

world news can address exhibits on other nations at the Pan-Am, or international reaction to McKinley's death.

sports can discuss sporting events at the Pan-Am.

arts & entertainment can discuss activities at the Pan-Am.

Business can discuss trade exhibits at the Pan-Am, or business concerns of the time (as discussed in the on-site activities).

style: home, garden, and clothing/fashion can discuss the look of the Wilcox home, or how people are dressed in period photographs.

food can discuss food served at the Pan-Am.

science: nature & technology can discuss new inventions being demonstrated at the Pan-Am, or concerns about conservation as discussed during their visit.

You may also wish to assign a couple artistic students to draw political cartoons of their visit, or to sketch something they saw during their visit. **Political cartoons** can be used for an **opinion** section to your newspaper. Sketches can be used to illustrate articles. **Sketch artists** were still used by newspapers when photographs were not available.

One or two students with cameras may be asked to be your “**staff photographers**,” taking shots to illustrate your paper.

If students have an assignment before their visit, it may direct them to pay particular attention to that topic during their visit, or ask questions. Still, it may be necessary for them to do some additional research post-visit. Some good resources can be viewed at <http://www.nps.gov/archive/thri/PanAmExhibit.htm> and <http://www.nps.gov/thri/historyculture/index.htm>

Assign students to newspaper sections, or have sign-up sheets for each section of your paper. You may wish to determine the maximum number of articles you would like in each section, to insure that your paper has balanced content. Ask students to draw numbers, and then add their names to the sign-up sheet for the section of their choice. As sections reach the maximum number of articles, they are taken “out of bounds,” and students should select their top choice of the remaining sections. Photographers, political cartoonists, and sketch artists might be duties better assigned based on ability.

7. Break students up into teams by section, and ask each student to select and read one article from their section of a newspaper. Students can use the **News Hunt Worksheet** to take notes. Each team will then meet so that students can report back to the team. This will give the team more information about what types of articles appear in their section and give them a better sense of what information to collect during the field trip.

NY STANDARDS

ENGLISH LANGUAGE ARTS

LISTENING and READING

Standard 1: Language for Information and Understanding

Students will

- Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of their investigation and relate ideas from one text to another.
- Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

SPEAKING and WRITING

Standard 1: Language for Information and Understanding

Students will

- Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.

LISTENING and READING

Standard 3: Critical Analysis and Evaluation

Students will

- Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor.
- Make decisions about the quality and dependability of texts and experiences based on some criteria.
- Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.

SPEAKING and WRITING

Standard 3: Critical Analysis and Evaluation

Students will

- Express opinions about events, books, issues, and experiences, supporting their opinions with some evidence.

LISTENING and SPEAKING

Standard 4: Social Interaction

- Listen attentively and recognize when it is appropriate for them to speak.
- Take turns speaking and respond to others' ideas in conversations on familiar topics.

SOCIAL STUDIES

Standard 1.3

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students identify individuals who have helped to strengthen democracy in the United States and throughout the world.